

Artistic-Aesthetic Taste and Design Skills In Collaboration With The Family – An Important Social-Pedagogical Necessity Of The Modern Educational Process

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Abstract: The article examines the importance of cooperation with the family in the process of forming artistic and aesthetic taste and design skills in students, its socio-pedagogical tasks and methodological foundations in the modern educational process. Based on pedagogical theory and practice, effective methods for developing artistic and aesthetic taste, mechanisms for forming design skills, and integrated educational strategies with the participation of parents are considered.

Keywords: Artistic and aesthetic taste, design skills, cooperation with the family, educational process, creative potential, pedagogical strategy, aesthetic education, national culture, integrated activities.

Introduction: The modern educational process is not limited to the intellectual development of students, but also includes the formation of their spiritual, aesthetic and creative skills. In particular, the development of artistic and aesthetic taste and design skills is an important factor in ensuring the personal and creative growth of students. The family, as the first and most influential social institution in raising a child, plays a very important role in the formation of artistic and aesthetic and design skills. Through integrated activities with parents, the community and the school, it is possible to develop the aesthetic taste of children, stimulate their creative thinking and increase their interest in design activities.

Artistic - aesthetic taste in students not only aesthetic think, maybe emotional sensitivity and creative thinking shapes. Design skills and person's aesthetic and functional in terms of perfect product to create aimed at creative activity. These skills can be developed not only in art lessons, but also on the basis of labor, technology, informatics and interdisciplinary integration. The formation of artistic, aesthetic and design skills is one of the important tasks of the modern educational process. These skills involve the development of a person's aesthetic taste for art, increasing emotional sensitivity, forming critical and creative thinking, and engaging in practical design activities.

Pedagogical research shows that the effective development of artistic and aesthetic taste includes the following pedagogical tasks:

Developing aesthetic perception - at this stage, students learn about aesthetic properties such as color, form, composition, and tone through the perception of works of art and the natural and cultural environment. Through this, they develop their aesthetic interests and form their personal attitude towards art.

Developing emotional sensitivity and experiences – in the process of developing aesthetic taste, students develop the ability to feel works of art, understand their emotional experiences, and respond appropriately to them. Emotional sensitivity also strengthens children's empathy and social communication skills.

Developing aesthetic appreciation and critical thinking – students develop critical thinking by justifying their views, evaluating and analyzing works of art. This process serves to increase the individual's creative thinking, problem-solving skills, and creative independence.

Engaging in creative and design activities – students create practical projects based on their imagination, apply design elements, and gain experience in the process of creating works of art. This combines creative and technical skills and increases the practical aesthetic

competence of the individual.

The family, as the first and most influential social environment in raising a child, also plays an important role in the formation of artistic and aesthetic taste. Modern pedagogical research shows that integrated activities with parents are a key factor in the development of children's aesthetic thinking and strengthening design skills.

Effective forms of cooperation with the family are implemented in the following areas:

- Spiritual and aesthetic education - parents and children participate together in art projects, such as painting, collage, decorative and applied arts. This process not only develops the student's aesthetic taste, but also serves to strengthen family values.
- Supporting creative activity – children complete creative tasks at home, and parents help the child by providing advice, guidance, and evaluation of the creative process. This process develops creative independence and builds practical design skills.
- Fostering a spirit of respect for cultural heritage - family visits to museums, exhibitions, theaters, and other cultural events can foster children's interest in the arts. At the same time, they develop a spirit of respect for national and global cultural heritage.
- between schools and parents on a project basis, for example, through creative activities, exhibitions or competitions, which serves to develop the aesthetic taste of students. This cooperation increases the pedagogical knowledge of parents and supports the individual development of children.

Integrated activities with the family directly affect the development of aesthetic taste in students, strengthening their creative thinking, as well as the formation of design skills. Cooperation with the family as a socio-pedagogical mechanism for the development of artistic, aesthetic and design skills is an important component of the modern educational process.

Integrated activities with the family are organized through the following mechanisms: spiritual and educational activities - conducting seminars, round tables, open classes together with teachers and parents, community activists; professional cooperation - coordination of activities between educational institutions and parents on a project basis, continuing creative and design developments at home; creative projects - children and parents jointly creating works of art, decorative and design developments; participation in cultural events - visiting museums, exhibitions and theaters together with the family, forming a spirit of respect for national and universal aesthetic values;

parental control and encouragement - directing students to independent creative activities by evaluating and encouraging their creative and design developments. These mechanisms serve as an important tool in educating children in an interest in art and aesthetic taste.

The formation of artistic and aesthetic taste is carried out in the following stages: development of aesthetic perception - teaching children to observe, feel and understand works of art, nature and cultural objects; formation of aesthetic feelings and experiences - developing students' emotional sensitivity in musical, dramatic and visual art forms; development of aesthetic evaluation and critical thinking - giving students the skills to analyze aesthetic works, evaluate them and explain their own views; involvement in aesthetic activities - ensuring the active participation of students in creative and design developments. When these stages are implemented in collaboration with the family, students' interest in art and culture is strengthened and they are brought up in the spirit of respect for national and universal values.

of design skills is carried out through the following methodological approaches: through the problem-solving method, students are taught to solve real-life problems from a design perspective. Also, the project methodology develops students' creative thinking and practical skills by involving them in project work. Creative activities in the classroom and at home allow them to create creative developments at home in collaboration with parents. In addition, cooperation in small groups encourages the formation of creative and design teams among children, the exchange of ideas and the joint creation of products. These methodological approaches help to strengthen creative independence, responsibility and design skills in children.

Practical research shows that integrated activities with the family increase students' interest in art, develop creative thinking and imagination, practically strengthen design skills, and serve to form aesthetic views and taste. At the same time, through pedagogical cooperation with parents, a spirit of respect for national cultural values is cultivated in students.

In conclusion, the formation of artistic and aesthetic taste and design skills in cooperation with the family is an important socio-pedagogical necessity of the modern educational process. This process not only ensures the spiritual, cultural and creative development of the individual, but also serves to develop his aesthetic views, taste, imagination and fantasy. At the same time, the formation of artistic and aesthetic taste and design skills from an early age

strengthens the child's creative thinking, ability to make independent decisions and desire for practical activity. The family appears in this process as the first and most important social environment. Parents increase the effectiveness of educational work by introducing their children to aesthetic values, supporting their interest in art and culture, and involving them in creative activities. At the same time, schools and public institutions - cultural centers, libraries, museums and exhibitions - enrich children with an aesthetic environment, introduce them to various forms of art and develop their creative initiatives. The joint cooperation of family, school and society is the most important factor in modern aesthetic education. This cooperation serves to develop the individual's identity, social responsibility, respect for national and universal values. As a result, a well-rounded generation is brought up, possessing artistic and aesthetic taste and design skills, with a broad outlook and worldview, capable of realizing its creative potential. In this way, aesthetic education contributes to the harmonious development of all aspects of the individual - intellectual, spiritual, cultural and creative - and serves to improve the cultural and aesthetic environment in society.

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